

Students' Perspectives Of Bullying In Schools

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ABSTRACT

Bullying has proven to be a major problem in our society, one that can no longer be ignored. Unfortunately, every day children of various ages leave schools feeling scared, sad, anxious, and embarrassed, which greatly interferes with their ability to learn and to enjoy their childhood. This paper will review literature on bullying as well as the typical characteristics of the bully, the bullied, and the bystander. This paper will also describe a 2011 bullying survey and program that was presented to 500 middle school students by the author. In the Anti-Bullying Presentation, students were given short messages that could easily be remembered in the future when confronted with bullying situations. For example the scars that bullying leaves are like tattoos, everyone comes to school with a bag of chips; some bags are full and some only have crumbs left, everyone can make a decision on what kind of person they want to be in life, or what shirt they want to wear in life, etc. The term pro-respect was also emphasized with the students. If bullying is ever going to be a thing of the past, parents, students, and teachers must collaborate to overcome this epidemic of a lack of empathy for others' feelings amongst today's youth.

Keywords: Character Education; Respect; Bullying, Empathy

INTRODUCTION

I imagine signing into Facebook and seeing the last post by a best friend at 5:51 a.m. “My time has come, and so I’m gone. To a better place, far beyond. I love you all as you can see. But it’s better now because I’m free.” These were the last words of Cassidy, a popular, athletic 16-year-old girl who took her life due to the harassing and terrorizing she experienced from classmates in school.

With this heart-breaking story, it is obvious that bullying has become a major problem in our society, one that can no longer be ignored. Unfortunately, every day children of various ages leave schools feeling scared, anxious, embarrassed, angry, and belittled, thus impeding their ability to learn. In the ideal world, school should be a safe, educational, and pleasant place for all students whether they are in elementary, middle, or high school. Unfortunately, for thousands of students, school is a dreaded place of fear. Not just for those who struggle with academics but also for those who are being bullied by one or more students. For students who are bullied, instead of being able to concentrate on school work, their lives are consumed with worry and anxiety about how they are going to make it through another day when they have to continuously face their tormentor or tormentors. As shown with beautiful and young Cassidy, bullying has become such a problem in schools that students have resorted to more violent, destructive ways to cope with their constant stress which includes seeing the only option as suicide.

BULLYING IN SCHOOLS

As Barbara Coloroso (2008) states in her book *The Bully, the Bullied, and the Bystander*, “86 percent of children between ages twelve and fifteen said that they get teased or bullied at school—making bullying more prevalent than smoking, alcohol, drugs, or sex among the same age group” (p. 12). The term “bullying” appears to have several definitions across our nation. Some people view bullying as “a harmless rite of passage that is a natural part of growing up” while others believe “kids are just being kids” (Shore, 2005). These are only a few general misconceptions about bullying. Dan Olweus, (1993) creator of the Olweus Bullying Prevention Program, considers bullying is when a student is “exposed repeatedly and over time, to negative actions on the part of one or more other students” (p. 9).

Coloroso (2008) describes bullying as a life or death issue and shares many other tragic stories of students who have also taken their lives in her book. These students who have taken such final measures have one thing in common; they were the targets of bullying. Sadly, it only makes sense that children who are targets of bullies over a length of time may slip into a negative state of mind after constant bullying. Thompson, Arora, & Sharp (2002) state that bullying has been linked with low self-esteem, anxiety, impaired concentration, truancy, depression, and suicidal thoughts. Hawker and Boulton (2000) also found that victims of bullying have more negative feelings and thoughts about themselves than their non-bullied peers. Not only do many bullied students experience low self-esteem and depression, but they also live their school days filled with stress. Rice, Herman, & Peterson (1993) define stress in school age students as “when there is insufficient ‘goodness of fit’ between the changes and challenges faced by the young person and the available support and individual coping resources which can be drawn upon in meeting the challenges or change” (As stated in Thompson, Aurora, & Sharp, 2002, p. 84). Peter Sheras (2002), a clinical psychologist, states in his book, “Every two seconds of every school day a child is physically attacked in school” (p. 2). Children get tormented in supervised and unsupervised locations including the hallways, bathrooms, locker rooms, classrooms, playground, school events, and on school buses. “Bullying seen in schools has become more intense, more highly sexualized at earlier ages, and more potentially damaging due to an overall societal coarsening and a desensitization to violence” (Voors, 2000, p. 13).

Who are these bullies that cause so much stress, anxiety, and self-esteem issues, in their fellow classmates? It is usually assumed that bullies are confident, tough students with positive self-worth. Coloroso (2008) explains “bullies come in all different sizes, and shapes: some are big, some are small; some bright and some are not so bright; some attractive and some not so attractive; some popular and some absolutely disliked by almost everybody” (p. 11). Coloroso (2008) also defines the behavior of bullying as a “conscious, willful and deliberate hostile activity intended to harm” (p. 13). There is not one reason or one factor that causes a child to be a bully. However, there is one thing that is known for sure: bullies have learned their behaviors; they are taught how to bully. According to social scientist, Urie Bronfenbrenner (1990), environmental factors such as a child’s home environment, their school life, and community or culture can deeply influence whether a child will become mean or violent to their friends.

THE BULLY

Today bullies also come from different races, genders, and cultural backgrounds with different excuses and reasons to engage in such antagonistic behaviors. With plenty of observing and analyzing of diverse bullying situations Coloroso (2008) discovered:

Kids who bully have an air of superiority that is often a mask to cover up deep hurt and a feeling of inadequacy. They rationalize that their supposed superiority entitles them to hurt someone they hold in contempt, when in reality it is an excuse to put someone down so they can feel ‘up.’ (p. 21)

From the research it seems that bullying is usually a behavior children learn from their first teachers, their families. It has been often reported that children who express aggressive behavior, are exposed to violence in their family lives. Sudermann, Jaffe, and Schieck (1996) state the evidence strongly suggests that authoritarian parents typically show strong and harsh parenting habits and express little warmth to their children. Children, who experience this cold or negative attitude parent-child relationship, continue by treating their peers with the same way. Over time, children of authoritarian parents feel the tight control their parents have over their decisions. In order to regain control over their own lives, children feel the need to control that of their peers: the bullying has begun. Authoritarian parents often supported bullying by encouraging their children to defend themselves or “fight their own battles” (p. 20).

Harris & Petrie (2003) concur and add that “Because bullying is a learned behavior, it is critical that these aggressive behaviors be addressed at their earliest stages, when they can be unlearned” (p. 21). There are ways for bullies to get what they want without bullying. Giving these individuals the knowledge and life skills to do so is imperative. Again, the home life is largely responsible for the fate of children’s behavior. As a result, parental training is one option to help suppress bullying behaviors and reinforce positive behavior. “Parents and siblings become the trainers for aggressive behavior, teaching verbal aggression first and then physical aggression” (Goldstein, 1995; Macklem, 2003, p. 145.)

Bullies are defined by the behavior they exhibit, not their age, size, appearance, status or bank account (Beane, 2008, p. 51). Bullies are not always social outcasts. Bullies may be top students, captains of sport teams, or just in general leaders among their peers. “The distinguishing factor between bullies and non-bullies is not their social status but their inability to channel or control aggressive feelings—and this inability can show up in anyone” (Beane, 2008, p. 27). Children are not bullying only because of built up anger, but more so to attain contempt—“a powerful feeling of dislike toward somebody considered to be worthless, inferior, or undeserving of respect” (Coloroso, 2008, p. 20). In order for bullies to feel superior they must try to achieve power and control over the victims. Although all bullies torment in different ways, Coloroso (2008) identifies similar traits all bullies have in common to help educators get a better understanding of their actions. Bullies in all schools:

- Like to dominate other people.
- Like to use other people to get what they want.
- Find it hard to see a situation from the other persons’ vantage point.
- Are concerned only with their own wants and pleasure and not the needs, rights, and feelings of others.
- Tend to hurt other kids when parents or other adults are not around.
- View weaker siblings or peers as prey (bullying is also known as predatory aggression).
- Use blame, criticism, and false allegations to project their own inadequacies onto their target.
- Refuse to accept responsibility for their actions.
- Lack foresight—that is, the ability to consider short-term, long-term, and possible unintended consequences of their current behavior.
- Crave attention. (p. 20)

Dr. Kenneth Shore, (2005) a family psychologist, also explains “Bullies aren’t born, they are made, which means they can be unmade” (p. 13). “The one thing we know for sure is that children are *taught* to bully” (Coloroso, 2008, p. 18). The surrounding environment of which a child is raised plays an essential role in the ways they handle situations, especially at school. Shore (2005) states, “Children are often taught from an early age that the way to get what they want is through force” (p. 13). Behind every bully is a child who has been taught to bully. As a result various environmental influences in society are to blame. Children learn to bully from over exposure of violent shows and video games, abusive home life relationships, unsupervised households, lack of role models, dangerous communities, and the culture that surrounds them (Coloroso, 2008, p. 18). Many of these environmental factors create the type of bully that exists in a child.

If adults question whether or not bullying is occurring in their environment there are three distinctive and obvious elements in the cycle of bullying according to Coloroso (2008) which include an “imbalance of power, intent to harm, and threat of further aggression” (p. 14). In all forms of bullying, the bully has the intention to harm another person and induce them with fear through aggressive behaviors and Coloroso (2008) explains the cycle of bullying with these three elements:

1. Imbalance of power: The bully may hold more power with physical prowess, size, popularity, social status, or with ethnicity. In any bullying situation the bully experiences a stronger sense of power than the selected target.
2. Intent to harm: When children bully others they are not participating in such aggressive activities for fun. Bullies have one goal in mind, to inflict emotional or physical pain on their victims. Children who bully others find it satisfying to hurt the victim for no apparent reason. Bullies simply enjoy feeling dominant over other children in the school. There is no longer the feeling of “it was an accident.”
3. Threat of further aggression: The bully does not plan to pick on another child just one time. Once bullies find a target and see the distress they are experiencing, the bully will continue to gang up on this child repetitively throughout a period of time. (pp. 13-14)

Once these three main elements are in place the fourth element, terror, is often thrown into the cycle. “Bullying is systematic violence used to intimidate and maintain dominance. Terror struck in the heart of the child targeted is not only a means to an end; it is an end in itself” (Coloroso, p. 14). When the bully can sense their victim is experiencing terror and lack of power, they aggressively operate “without fear of recrimination and retaliation”

(Coloroso, p. 14). After the bully has attained intimidation and authority their target feels unworthy, isolated, and full of shame. Children who are bullied feel inferior to the bully causing them to become powerless, unlikely to retaliate or tell an adult, which leads the bullying cycle to continue and start all over.

Due to various elements of today's media, people generally assume bullies select their victims based on stereotypical images immediately imagining a girl with ragged clothing, a boy with big rimmed and broken glasses, or a child from the minority culture. Sheras (2002) has found victims may be "physically smaller, of lower social rank, poorer or unwilling to fight back—but it is their shyness, anxiety or fear more than any of these traits that render them victims" (p. 53). Bullies do not always typically target children because of their difference in appearance, religion, race, or culture. The essential ingredient all bullies look for in their target is vulnerability—"some indication that the bully can abuse this child without retaliation" (Sheras, 2002, p. 60). This doesn't mean that many children who are seen as victims don't stand out in other ways. "Victims typically have few friends in school, low social status, poor social and communication skills, making it difficult for them to deflect taunting or resolve conflicts in a cooperative manner" (Shore, p. 15).

In his studies, Sheras (2002) revealed generally common traits that bullies look for in their victims:

- Physical weakness
- Small structure
- Shyness
- Low self-esteem or lack of confidence
- Lack of family communication and support
- Unwillingness to respond aggressively to aggressive behavior
- Anxious or fearful response to bullying
- Poor self-control or other difficulty with social skills
- Possession of material items that a bully might want

According to Coloroso (2008) bullying involves calling others names, making sexual remarks, aggressive emails and phone calls, racial comments, cruel jokes, spreading rumors, violent threats, gossip, and the list goes on. Much of the name-calling and verbal harassing can be targeted at the victim's appearance, race, ethnic background, religion, gender, and social status. Once children are verbally abused they begin to feel dehumanized, leading them to feel excluded from their school and the outside world. Therefore making verbal bullying, "the first step toward more vicious and degrading violence" behaviors (p. 16).

Espelege & Swearer (2003) and Duncan (2006) state, "Bullying is a phenomenon that does not discriminate. It affects people of all age, race, class, religion, and gender." If bullying behavior is avoided, "the bully grows up with a poor sense of self, stunted social skills, and aggressive responses to provocations, slights, and perceived provocations" (Duncan (2006) as written in Coloroso, 2008, p. 8). Each person involved in bullying behavior—the bully, the bullied, and the bystander—will develop an altered, damaged perception of the world and how people treat people. Bullying would become just a way of life in the relationships of all people. "Seeing bullying as normal...minimizes its damaging effects and rationalizations and excuses" (Coloroso, 2008, p.9). To make a change, a real difference, to rise above the bullying epidemic that causes pain and suffering for myriads, each person who lives and breathes needs to stand up and be held accountable for the outcomes of this problem as well as the interventions for a solution.

THE BULLIED

Many may assume that the children who are bullied are the skinny, non-athletic, quiet, nerdy type in schools. Most students, who are bullied, fall into the passive category. Webster describes these children as "anxious, insecure, quiet, afraid of confrontation, cry or become upset easy, and have few friends" (Harris & Petrie, 2003, p. 14). The passive target usually has low self-esteem and is usually described as depressed. They see themselves as unattractive and as less important than their peers. The scariest characteristic of a passive target is that they hardly ever report their abuse. Provocative targets are more aggressive, more outspoken and more confident. Therefore,

provocative victims usually fight back. Webster explains “they tend to tease and annoy classmates until they retaliate” (Harris & Petrie, 2003, p. 5). Provocative victims are generally the least popular person amongst their schoolmates. Their classroom edict is so unusual to that of their classmates that everyone reacts negatively to them.

There is usually another person or persons involved in bullying situation and that is the peer or peers, usually referred to as bystanders, who stand by, watching the bullying acts being carried out. There are two ways a witness can respond when they see a bully verbally or physically abuse a peer: they can stand by and idly watch or they can actively encourage or join in with the bully (Coloroso, 2008). Pepler and Craig (1995) have completed research on the bystanders in natural school settings. They discovered bystanders would get involved in bullying situations to some degree 85% of the time and would support the bully 81% of the time in these episodes and would actively participate with the bullying 48% of the time. In fact, they also discovered the bystanders were more respectful or friendly to the bully than the bullied. Sadly, only 13% of the bystanders intervened or helped the target (Coloroso, 2008).

Defending or helping the target may seem like the easy or the right thing to do but there are many reasons why bystanders decide to participate in the bullying act. Usually the bully is bigger and stronger both physically and emotionally. Therefore, the bystanders are fearful of also becoming a target to the bully. There is also a chance that the bully will single out or encourage other friends to retaliate against the outspoken bystanders. The bystanders also fear that they are going to make the situation worse. Finally, most bystanders do not know how they can help. Most bystanders have not been taught how to act or what to say during a bullying episode. Just as children learn how to become bullies, children need to learn how to put a stop to bullying (Coloroso, 2008). The bystander has the ability to change a bullying situation into a pro-respect opportunity. The bystander has the power to empower. Students need to envision themselves as peacemakers and become aware of the potential benefits they possess for promoting respect.

THE BYSTANDER OR UPSTANDER

Intervention from bystanders within a bullying situation deflates power from the bully and empowers the victim to stand up for themselves. However, the more opportunities bullies have to gain power, the harder it will be to break the bullying cycle. Bullies own the reputation of being relentless, and since bullying has shown to get attention and results, it is easy to become a person who desires this type of power. Acting in the position of a bystander divides the power struggle, ultimately giving the victim a sense of reassurance that the experienced disrespect is unacceptable. As a result, when a bystander steps in, or when the victim stands up, the bully loses control of the situation. Although many positives result from a bystander intervening, the bullied has already endured unwanted levels of disrespect and emotional abuse. If students have experienced this at any point in their life, there are ways to adjust and flourish if these situations should arise again.

Students must seek ways to become confident and empowered in order to express feelings of disapproval of bullying. In order to successfully minimize the harmful effects of bullying, change needs to happen at each individual level; it needs to start with the bully, the bullied, and the bystander. Throughout childhood many people use the familiar phrase, “sticks and stones may break my bones, but words will never hurt me.” A simple phrase parents and educators hope that holds true has never been so far off for this society. Like all forms of bullying, cruel and hurtful words leave permanent wounds on the target much like hidden tattoos. This causes the victim to lose their self-esteem and show signs of depression. In addition, victims involved in verbal bullying begin to feel degraded and useless. Children must be taught words do truly hurt those that are bullied.

CYBERBULLYING

Considering today’s technology, bullying is easier than ever before and has become a popular source for bullying. Students who are bullied are faced with demoralizing e-mails and hateful text messages in the safety of their own home. Coloroso (2008) states, “There is no escape for those who are being cyberbullied—victimization is ongoing, 24/7” (p. 209). Many teens cyberbully by sending threatening text messages, insulting voicemails, posting humiliating pictures, impersonating videos, provocative chat rooms, and other abusive pranks (www.kidshealth.org). Similar to relational bullying, “girls hurt each other’s friendships by spreading ugly rumors about those they do not like and by manipulating those they do like by saying ‘I won’t be your friend if you don’t...’”(Gordon, 2009, p. 171).

If students are experiencing cyberbullying, there are resolution strategies that can help. “Take note of the words that a cyberbully uses in a message. Bullies often use the same words in person that they use online” (Jakubiak, 2010, p. 11). It is strongly advised for the bullied to save and print any cyberbully e-mails as a way to keep record and show evidence of cyberbullying. If students are receiving unwanted text messages, they are advised to forward these messages to an adult’s phone (Jakubiak, 2010, p. 12). Do not reply to these instigating forms of communication. Instead, block the e-mails and text messages. Again, keeping evidence is vital for putting an end to cyberbullies. Although bullies have a reputation of being disrespectful individuals with nothing positive to offer, this idea is false. For the majority, bullies act out because of the behavior they experience at home. The best way to minimize bullying is to prevent it from happening.

IMPLEMENTATION OF MIDDLE SCHOOL ANTI-BULLYING PROGRAM THEME: CHANGE BEGINS WITH YOU: STOP BULLYING

With all the national attention on Bullying, when the researcher of this paper was presented with the opportunity to develop an Anti-Bullying Program for a middle school, the logical course of action was to develop a survey to understand and analyze what the students were experiencing and observing concerning bullying in their school. A list of 10 survey questions was written and then distributed to all 500 middle school students in sixth through eighth grade. This paper will now discuss the results of the 2011 survey by sharing a small sampling of the answers given by the middle school students.

What is bullying?

- When someone makes you feel uncomfortable or not welcomed through threats, texting, rumors, and Facebook.
- Making fun of someone because they are different.
- It is when you hurt someone physically or mentally.
- Bullying is using words or actions to make someone else feel bad.
- Picking on another kid verbally, physically, and/or emotionally.
- Making someone feel intimidated or hurt through your words and actions.
- When you are getting hurt physically, emotionally, verbally, or any other type of hurt.

Where does bullying occur at school?

- Hallways
- Lunchroom
- Before and after school
- Bathrooms
- Classrooms
- Locker rooms
- It happens anywhere and anytime when there are no adults around.

What is cyber-bullying?

- It is when you text or post something mean about someone else.
- Cyber bullying is bullying through communication technology. It has happened to me on various occasions.
- Texting, Facebook, and other programs on the Internet.

Why do you think some students bully other students?

- Just for fun, revenge, stress relief, or sometimes for no reason at all.
- They want power.
- They need attention.
- Because they don’t know how to deal with their own pain.
- Because they feel pain in their life and they see all these people that are happy and they can’t stand it.

Why do you think some students who witness bullying do nothing about it?

- They are scared that the bully will start doing it to them too.
- They think that it is funny or they are scared.
- They are scared to step up to put the attention on them.
- They don't want to be called a snitch.
- They do not care.

If you have ever been bullied in school, how did it make you feel?

- Made me feel like "What am I doing here?" or like "I want to be somewhere else."
- It made me feel small and worthless.
- It made me feel so bad that I just wanted to go away and cry.
- It made me feel sad and I felt a lot of anger! It made me feel like I never wanted to go to school again.
- Like no one likes me and I wondered why they would want to do this to me.

Have you ever bullied someone? How did you feel when you thought about it later?

- I felt sad and I wanted to say sorry for what I did.
- It made me feel horrible and sick to my stomach.
- I felt so bad after, because that person was my friend, and now she's not my friend.
- Not good, I wasn't a fan of myself.
- I haven't and if I had, I would feel awful, because we can't all pick who we are, so you can't blame anyone for the way they look or where they come from.

Who can you talk to if you are ever bullied or if you see other students being bullied?

- Friends
- Coaches
- Family
- Teachers
- Principals
- Counselors

What can you or your friends do to help STOP bullying?

- Just take a stand and tell everyone, "Hey, that's not cool."
- Stick up for yourself and others.
- We can stand up for those who are bullied, and help make them feel good about themselves.
- Don't be scared to tell someone.
- Create a club that prevents it.
- Spread the word to stop bullying.

How would you like to be treated by the people in your life?

- By the Golden Rule: Do unto others as you would have them do unto you.
- With respect.
- I would like everyone to be nice to everyone, to treat each other fairly, kindly, and respectfully.
- I want people to like me for who I am. So what if I'm a little different. It doesn't matter.
- I would like kids to stop picking on me and others in school.

After the surveys were collected, the students were asked to write their answer to two questions on a colored strip of paper. On one side of the strip they were asked to share their definition of a bully and on the other side on the strip they were to describe how they like to be treated by people in their lives. The 500 strips were collected and made into a long chain that was hung up during the assembly.

Graduate students and undergraduate students enrolled in a Department of Teaching and Learning were part of the planning and implementation of this Anti-Bullying Program. During the large group assembly, a motivational speaker gave the students short messages that could easily be remembered in the future. For example the scars that bullying leaves are like tattoos, everyone comes to school with a bag of chips; some bags are full and some only have crumbs left, everyone can make a decision on what kind of person they want to be in life, or what shirt they want to wear in life, etc. The term pro-respect was emphasized as well as the results of their survey. After the presentation, the undergraduate students conducted a debriefing in small groups with the middle school students and led a variety of pre-planned small group activities.

CONCLUSION

There are many actions that can be taken in order to minimize bullying. For many, ignoring the situation has been the common cure, resulting in minimal or no success. Breaking this chain of disrespect amongst students may be achieved by having students take a closer look at themselves, and their peers, as individuals who deserve to be respected, and if not respected, at least not being a target or victim of bullying. Today's researches on bullying interventions place an emphasis on the empowerment of individuals and empathy for others, especially through actions initiated by the bystander.

To make and maintain friends as well as standing up to bullying, young children need to be equipped with a variety of social skills. As early as possible, children must learn to think of others empathically, respond caringly to what others think and feel, find thoughtful and responsible solutions to problems, and stand up for themselves and others in a fair and respectful way, without hurting others. In most cases, children are generally eager to learn social skills when they understand why they are important, and they are given concrete examples they can understand. The learning opportunities that role-playing of bullying situations offer is often overlooked by many educators who avoid such activities, but the reality is that children learn from each other, through interactive play and cooperative groups, which is true for all academic areas. Providing these opportunities to discuss real-life scenarios may bring the positive change we have been looking for in communities, and it could start in the classroom.

Children who act out their feelings in a disruptive manner are often coping with anxiety and emotional pain (Gordon, 2009, p. 196). "The pain and difficulty of not knowing how to identify or manage their emotions could be prevented if they had the tools for a rich social and emotional life, which they could use not only to build individual relationships but also to take responsibility for creating a peaceful and compassionate classroom" (Gordon, 2009, p. 48). Gordon (2009) also found that "the research on bullying confirms that a strong characteristic of the bully is a lack of empathy" (p. 31). Therefore, the primary focus on bullying prevention and intervention should revolve around the education of empathy. If there is a lack of empathy, there is a lack of respect. "We need to make a healthy place for emotions in the way we perceive ourselves and in the way we deal with each other, regardless of gender or how old we are" (Gordon, 2009, p. 37).

Teachers and other school professionals may be the only positive adult figures in a student's life. By living in ways we hope students to live, teachers must not only model in the classroom, but also be an example of a respectful, empathic individual. "Empathy is caught not taught"—children learn in environments where strong, lasting connections are made and respectful relationships are gained" (Gordon, 2009, p. 42). Schools and teachers could be underestimating the powerful effect empathy has on people. We must change the way we think, to change the way we act. We need empathy to raise a nation that cares for themselves, for others, and for the place we live. When empathy is present, bullying may be stopped. "Everyone must work together to change the social climate so that bullying is no longer considered an acceptable form of expression" (Beane, 2008, p. 4). It is not and never should have been a necessary part of growing up. Remember the theme to this Anti-Bullying Program was: Change Begins with You: Stop Bullying! It could have easily been, Respect Begins with You: Stop Bullying!

AUTHOR INFORMATION

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NOTES